

EDEL 4150 Response to 7.6/U7.6. **P:** Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research

Reviewer's Comment: Reviewers were unable to determine how this was addressed at the links provided.

Response: Please find the lesson planning activity from EDEL 4150 week 13 below.

Lesson Planning Activity:

Directions:

Watch 2 videos from this week's lecture:

- Reading League (2024): the Role of Oral Language in Literacy:
<https://www.youtube.com/watch?v=sRV8FfNRxvk>
- Cambridge Press: Becoming a Real Writer: Strategies to Develop Learners' Writing Skills: <https://www.youtube.com/watch?v=qSPgkefv1d8>

What Strategies will you use in your teaching? How would you modify these for students with Mild to Moderate Support Needs?

Following provided Lesson Plan Template, design one lesson plan that focuses on **analysis, reflection, and/or research**. Your lesson must incorporate students' cultural and linguistic assets and focus on the focus student's targeted areas of need. In your lesson plan, you should address the Common Core State Standards as well as the language objectives for your English learner. Your lesson should address a goal from the student's IEP if he/she has an identified disability. Use evidence-based strategies and incorporate **close reading, academic speaking (including student's posing questions and responding to them), close listening, and academic writing**.

Include each of the following components in your lesson plan:

- a) Appropriate state standards, including CCSS and ELD standards
- b) Objective(s) aligned with the standards; include ELD goal, IEP goal
- b) Materials (including copies of formal, informal, student self-assessments)
- c) Anticipatory Set/Motivation (based on your knowledge of student's assets and funds of knowledge)
- d) Activities/Procedures/Instructional Strategies (both teacher input and student activities and how you will check for understanding), include EL supports and UDL strategies; **Activities that combine academic reading, speaking, listening, and writing.**
- e) Strategies to engage students in higher order thinking skills
- f) Accommodations and Modifications
- g) (Optional for this lesson): Progress Monitoring probes, Informal assessment using a rubric; student self-assessment- explain how they measure grade-level content specific goals and ELD

goals

h) Closure and next steps

Using the lesson plan template below practice developing a lesson plan for one of the foundational literacy skills. Make sure to explicitly incorporate the principles of effective instruction. What evidence would you have to demonstrate that your instruction is **structured, organized, direct, explicit, and systematic**?

Complete the table below after you complete the lesson planning activity:

	structured	organized	direct	explicit	systematic
Evidence from your lesson					

Lesson Plan Template

Lesson Title: _____

(Co-)Teacher(s)/Assistants: _____ Date _____

Grade: _____ Subject(s) (in addition to literacy) _____

Lesson Objective(s): *State the measurable/observable objectives for reading (specify reading domain) and language skills, aligning them with Common Core and ELD.*

Lesson Aligned with the following [CCSS](#) and [ELD](#):

IEP Goal(s) of Focus Student(s):

Materials Needed/Material Adaptations/Use of Assistive Technology: *List the materials that you need for this lesson including low/high technology. If you are presenting this lesson collaboratively, make sure to list the collaborators and their roles here.*

Content to Motivate Students (use your knowledge of students, their strengths, interests, and needs):

All Students:

Some Students (including students with IEPs and ELs):

Focus Student(s):

Multiple Means of Representation, Engagement, and Expression (embed [UDL](#) principles for each activity “I do,” “we do,” and “you do”):

Content Area/Literacy Instruction (20-30 mins)			
Time:	Activity; Instructional Content and Strategies	Co-Teaching Model 1. One teach One assist 2. Parallel 3. Alternative 4. Station 5. Team	<ul style="list-style-type: none"> •Teachers' and assistants' names and roles (identify who is leading the instruction and who is supporting the students) •Accommodations for students who need extra support for a given activity (including students with special needs and ELs) •Various levels of Instructional/Behavioral Supports
0-5:00	"I do"		
5:00-15:00	"We do"		
15:00-25:00	"You do"		
Closure and Evaluation: How will students demonstrate what they learned? <i>Attach the checklist/rubric(s) (students self-evaluation, peer-evaluation, teacher rubrics) on how to quantify the various expressions of learning outcomes.</i>			
25:00-30:00			
For Each Content/Literacy Activity: Extension Skills/Enrichment Skills/Reteaching Activities: Plan how you can engage students in monitoring their own quality of work, developing problem-solving skills, and learning more about (or participating in additional activities to master) the focus content. Consider Various levels of Instructional/Behavioral Supports should be considered (Think MTSS and IEP)			
Extension skills			
Enrichment skills			
Reteaching Activities			
Preview of the Next Lesson (3-5 mins)			